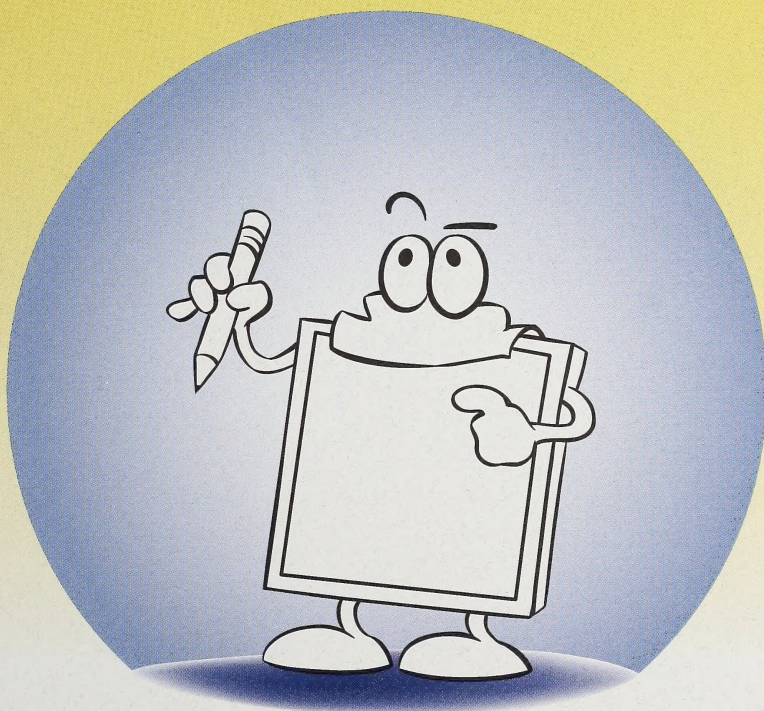


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Teacher implementation guide

Make School *Work for You*



Teacher implementation guide
for
Make School Work for You

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This document is intended for:

Students	
Teachers	✓
Administrators	✓
Counsellors	✓
Parents	
General Public	

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Introduction

This teacher implementation guide contains practical ideas you can use to make the most of the student resource *Make School Work for You* in your classroom.

Inside you'll find:

- ways to familiarize students with the contents of *Make School Work for You*
- sample instructional activities for introducing skills and strategies
- ideas for assessing students' learning
- blackline masters from the Activities section of the student resource.

Choose the ideas that will work in your classroom and adapt them to best meet the learning needs of your students.

Both the student resource *Make School Work for You* and this teacher implementation guide are a joint project of the Learning Disabilities Association of Alberta and Alberta Learning. They are companion pieces to the teacher resource, *Teaching Students with Learning Disabilities* and the parent resource, *The Parent Advantage: Helping Children Become More Successful Learners at Home and School, Grades 1–9*.

The student resource is also available on audio CD.



Table of contents

① Ideas for using the student resource

- 1 Teach study skills in content areas
- 1 Use as a core text for study skills courses
- 1 Organize study skills workshops
- 1 Work with individual students

③ Getting started activities

- 3 Quick tour
- 3 Treasure hunt
- 3 People search
- 3 True or false?
- 3 Guess the key words
- 4 Five Ws and an H
- 4 One point of interest
- 4 Quotable quotes
- 4 All school handbook
- 4 Wall charts
- 4 Sharing sessions
- 5 Chapter reviews

⑦ Blackline masters

- 8 Quick tour
- 9 Treasure hunt
- 11 People search
- 12 True or false?
- 13 Guess the key words
- 14 Five Ws and an H

⑮ Answer keys

- 15 Quick tour
- 16 Treasure hunt
- 18 True or false?
- 19 Guess the key words

⑳ Sample instructional activities

- 21 Chapter 1: Know Yourself
- 23 Chapter 2: Get Organized
- 24 Chapter 3: Make Every Class Count
- 25 Chapter 4: Use Tests to Show What You Know
- 27 Chapter 5: Present Your Learning
- 28 Chapter 6: Get Along with Others
- 29 Chapter 7: Get People on Your Side
- 30 Chapter 8: Stay Motivated

⑳ Assessing student understanding

- 33 Monitoring and discussion
- 33 Performance tasks
- 33 Projects
- 34 Portfolios

⑳ Sample performance tasks

- 35 Personal inventory
- 36 Note-taking splashdown
- 37 Essay planner: how to study for a test
- 38 Highlighting key words and making a web
- 39 Study groups
- 39 Partner problem solving
- 40 Binder checklist
- 40 Goal setting
- 41 Project proposal
- 42 Scoring guide

43 Blackline masters from the Activities section of the student resource

- 44 Activity 1: Uncover your challenges inventory
- 46 Activity 2: Know your own strengths inventory
- 47 Activity 3: What works for me inventory
- 49 Activity 4: Goal setting organizer
- 50 Activity 5: Know your time limits checklist
- 51 Activity 6: Daily schedule
- 52 Activity 7: Note-taking formats
- 53 Activity 8: Note-taking inventory
- 54 Activity 9: Study organizer
- 55 Activity 10: Paragraph planner
- 56 Activity 11: Structured outline
- 57 Activity 12: Getting along with others inventory

59 Evaluation and feedback

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Ideas for using the student resource

There are a number of ways teachers can use the student resource *Make School Work for You*, including the following.

Teach study skills in content areas

Teaching study skills in context is an effective way to learn and reinforce them. Plan a unit on study skills or focus on single skills relevant to current course work.

The following skills, outlined in detail in *Make School Work for You*, are especially relevant to many subject areas:

- note taking
- working in a small group
- preparing for a test
- projects and presentations.

Use as a core text for study skills courses

Many schools offer learning strategies or study skills courses. This resource could be used as the main student text or as a supplemental text for such a course. It's recommended that all students receive a copy of the resource so they can use it throughout their school career.

Organize study skills workshops

Organize a non-credit study skills workshop to run at noon hours, after school or on weekends. The workshop can be organized as a single one-hour session or as a number of sessions offered over several months. Participants can use *Make School Work for You* as the basic text and as a take-away reference. Use and adapt the Getting Started Activities, pages 3–5, and Sample Instructional Activities, pages 21–32, of this guidebook.

Youth groups or community service agencies can also organize study skills workshops.

Work with individual students

Make School Work for You is a useful tool for individual students who need to work on a particular study skill. Specific sections can be identified for the student to read and discuss. Specific activities can also be assigned.

Student Learning Objectives

Student Learning Objectives (SLOs) are measurable statements of what students will know, understand, and be able to do at the end of a course or program. They are developed by the instructor and serve as a guide for instruction and assessment. SLOs are typically written in a clear, concise, and measurable format, using action verbs to describe the expected student performance. They are often organized into categories such as knowledge, skills, and attitudes, and are used to evaluate student progress and learning outcomes. SLOs are an essential part of the instructional process, providing a clear focus for teaching and learning, and a basis for assessing student achievement. They are also used to communicate expectations to students and to provide feedback on their progress. SLOs are typically developed for each course or program, and are revised as needed to reflect changes in content or standards. They are often used in conjunction with other assessment tools, such as quizzes, tests, and projects, to provide a comprehensive evaluation of student learning. SLOs are a key component of the instructional process, and are used to ensure that students are meeting the expected learning outcomes of the course or program. They are a valuable tool for instructors, students, and administrators alike, and are an essential part of the instructional process.

Getting started activities

This section contains activities teachers can use to introduce the student resource and get students thinking about how they can become better learners.

Quick tour

Create your own quick tour or use the blackline master provided on page 8 to help familiarize students with the contents of *Make School Work for You*. Students can work alone, in pairs or in small groups. Set a time limit to keep students focused.



Treasure hunt

This activity helps students examine *Make School Work for You* in more depth. Students respond to various scenarios by looking through the book for one or more strategies they can apply. Take time to discuss student answers with the class to demonstrate the range of strategies that fit different scenarios. See the blackline master on pages 9–10.

People search

Use the People search on page 11 to get students thinking and talking about their own work habits. Give each student a People search worksheet and set a time limit for students to collect signatures from their classmates in all 18 squares. Discuss the results.

True or false?

Students work through the True or false? sheet on page 12 by themselves and then compare answers with a partner. Use the answer key on page 18 for further discussion.

Guess the key words

Introduce the use of acronyms to remember the key words of different strategies. Working in pairs, students guess the key words for each of the four strategies outlined on the blackline master on page 13. Set a time limit and encourage creativity. Find the acronyms in the student resource and compare the original key words with those students generate. Students may end up inventing new strategies!

Five Ws and an H

For this activity, students work alone, in pairs or in small groups to develop who, what, when, where, why and how questions based on the information in *Make School Work for You*. Students then exchange questions and search for the answers. Compare and discuss results. See the blackline master on page 14.

One point of interest

Students find a page, section, cartoon, strategy or idea in *Make School Work for You* that captures interest and attention. Students share their findings with a partner, small group or the class. Students should be prepared to explain their choices.

Quotable quotes

Students find one memorable quote in *Make School Work for You* that speaks to them and how they learn. Have students explain their choices. Make a bulletin board display by having students write the quotes in word balloons.

All school handbook

Students list all the subjects they are taking this school year along the left-hand margin of a piece of paper, skipping two lines between subjects. Students then identify two pieces of information in *Make School Work for You*, such as chapters, strategies or checklists, that could help them in each subject. Students share their results with a partner or small group.

Wall charts

Students work alone, in pairs or in small groups to design wall charts based on the strategies and ideas in *Make School Work for You*. For example, “Ask for what you need” on page 5 in the student resource would make a good poster. Post charts in the classroom or create a display in the school library.

Sharing sessions

Once a week, make time for students to discuss a situation in which they used an idea or strategy from *Make School Work for You* to help them with their learning. This allows students to see how they can use strategies in different learning contexts. They may discover new ideas from hearing about other students’ experiences.

Chapter reviews

Students work in pairs or small groups to summarize one chapter of *Make School Work for You* and present their review to the class. Presentations can take a variety of forms, including mind maps, posters or points displayed on an overhead transparency. The reviews should highlight the general theme of the chapter and the main points.

Blackline masters

Quick tour



Turn to the Table of Contents in *Make School Work for You*. Write down the page number that would help you answer each of the following questions.

1. How do you back plan? _____
2. What kinds of accommodations could you ask for in a testing situation? _____
3. What is an ideal number for a study group? _____
4. How do you splashdown? _____
5. What test-taking strategy helps you predict test questions? _____
6. What question should you ask yourself as you highlight information? _____
7. Who are good people to have on your team? _____
8. What are some disadvantages of using computers for writing? _____
9. What is plagiarism? _____
10. Why is a little anxiety an advantage? _____
11. What are the five steps to problem solving? _____
12. How do you take good notes? _____
13. What can you do when you're stuck on a question? _____
14. How much TV watching is too much? _____
15. What can you do if you see someone being bullied? _____

Student name: _____

Date: _____

Treasure hunt

Use your book to find strategies and ideas that could help you in the following scenarios.

1. You have an assignment due tomorrow and you haven't even started. You're worried about how this will affect your mark and you're determined this will not happen again!

2. Final exams are coming up in four weeks. You want to start studying now so you can do your best.

3. Walking home from school, you see a student from your class being bullied. The next day you see the same thing.

4. You've just got a new math teacher. Math is a challenge for you. You work hard and ask a lot of questions to make sure you understand the concepts. When you ask a question, the teacher makes a comment about students who don't pay attention the first time around.

5. Next week you have a major social studies presentation to give. You're nervous but you know you've got time to prepare.

Student name: _____

Date: _____

Treasure hunt (continued)

6. Your writing in your English class would be better if you could use your electronic spell checker for in-class assignments. How can you make this happen?

7. This year you want to join the school track and field team. To make the team you have to maintain a B average. You've always had to work hard to maintain a C average.

8. Sometimes you misread exam questions so you don't get a chance to answer the question and show what you know. You feel that if you could have test instructions on audiotape, you would get higher marks on important tests.

9. You've just sat down to write a big exam and suddenly you feel like you've forgotten everything you ever learned.

10. It's binder check time and, as usual, your binder is a mess.

Student name: _____

Date: _____



People search

Find someone who ...

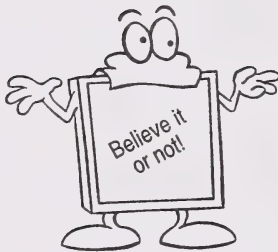
Stayed up past three in the morning to finish an assignment	Can type more than 20 wpm	Keeps a daytimer (or daily calendar)
Is a morning person	Studies for a test with a friend	Reads his or her notes aloud when studying for a test
Said "Thank you" to a teacher for a good lesson or some extra help	Has a very organized binder	Knows what college he or she wants to go to
Reads for enjoyment	Can tell you what SCORER stands for	Uses a highlighter to review notes
Has three or more pens on the desk	Speaks two languages	Knows how to do a <i>Power Point</i> presentation
Listened to a book on tape	Brings an electronic spell checker to class	Loves math

Student name: _____

Date: _____

True or false?

What do you believe about
making school work for you?



- | | | |
|---|---|--|
| T | F | 1. Avoid anxiety; it always has a negative effect on your performance. |
| T | F | 2. It's important to take a full course load each semester. |
| T | F | 3. Twenty-five hours of television viewing per week is reasonable. |
| T | F | 4. Avoid using abbreviations while taking notes. |
| T | F | 5. Most people concentrate best in the morning. |
| T | F | 6. When writing a test, finish each question before going on to the next one. |
| T | F | 7. Never listen to music when you are doing homework. |
| T | F | 8. Many high school textbooks are available on audiotape. |
| T | F | 9. If you are having difficulties in school, drop all your extracurricular activities to give yourself more time to focus on your studies. |
| T | F | 10. Never guess an answer on a test. |

Student name: _____

Date: _____

Guess the key words

An acronym is a key word in which each letter stands for a specific word or idea. Acronyms are short cuts to help you remember and use important information.

For example, the COPS strategy for editing reminds you to consider:

Capitalization

Organization

Punctuation, and

Spelling.

Look at the acronyms below and guess the key words that might be part of each strategy. One clue is provided.

<p>Use this strategy to remind yourself of what to do when writing a test—</p> <p>S</p> <p>C</p> <p>O</p> <p>R</p> <p><i>Estimate your answers</i></p> <p>R</p>	<p>To predict possible test questions, consider these factors—</p> <p>C</p> <p><i>Higher order questions</i></p> <p>A</p> <p>N</p> <p>C</p> <p>E</p>
<p>Effective goals are—</p> <p>S</p> <p><i>Measurable</i></p> <p>A</p> <p>R</p> <p>T</p>	<p>Use this strategy to help prepare for an oral presentation—</p> <p>C</p> <p>H</p> <p>E</p> <p>C</p> <p><i>Keen to be heard</i></p>

Now, find the strategy in *Make School Work for You* that matches each acronym. Compare your key words with those in the book. Have you improved on the strategies?

Student name: _____

Date: _____

Five Ws and an H

Write **Who**, **What**, **When**, **Where**, **Why** and **How** questions based on the information in *Make School Work for You*. Exchange questions with a classmate and find the answers.

For example: What is SCORER?

Answer: *It's a test-taking strategy.*

WHO
ANSWER
WHAT
ANSWER
WHEN
ANSWER
WHERE
ANSWER
WHY
ANSWER
HOW
ANSWER

Answer keys

Answer key: Quick tour

1. How do you back plan? **pages 18–19, student resource**
2. What kinds of accommodations could you ask for in a testing situation? **page 42, student resource**
3. What is an ideal number for a study group? **page 73, student resource**
4. How do you splashdown? **page 43, student resource**
5. What test-taking strategy helps you predict test questions? **page 39, student resource**
6. What question should you ask yourself as you highlight information? **page 38, student resource**
7. Who are good people to have on your team? **page 69, student resource**
8. What are some disadvantages of using computers for writing? **pages 52–53, student resource**
9. What is plagiarism? **page 56, student resource**
10. Why is a little anxiety an advantage? **page 46, student resource**
11. What are the five steps to problem solving? **page 78, student resource**
12. How do you take good notes? **pages 29–34, student resource**
13. What can you do when you're stuck on a question? **page 77, student resource**
14. How much TV watching is too much? **page 79, student resource**
15. What can you do if you see someone being bullied? **page 67, student resource**

Answer key: Treasure hunt



1. You have an assignment due tomorrow and you haven't even started. You're worried about how this will affect your mark and you're determined this will not happen again!

Answers may vary but could include: back planning, goal setting, know what counts.

2. Final exams are coming up in four weeks. You want to start studying now so you can do your best.

Answers may vary but could include: ten study tricks, take a CHANCE = predict test questions, get organized.

3. Walking home from school, you see a student from your class being bullied. The next day you see the same thing.

The silent majority.

4. You've just got a new math teacher. Math is a challenge for you. You work hard and ask a lot of questions to make sure you understand the concepts. When you ask a question, the teacher makes a comment about students who don't pay attention the first time around.

Be a problem solver.

5. Next week you have a major social studies presentation to give. You're nervous but you know you've got time to prepare.

Answers may vary but could include: projects and presentations, goal setting, use self-talk.

6. Your writing in your English class would be better if you could use your electronic spell checker for in-class assignments. How can you make this happen?

Ask for what you need.

Answer key: Treasure hunt (continued)



7. This year you want to join the school track and field team. To make the team you have to maintain a B average. You've always had to work hard to maintain a C average.

Answers may vary but could include: goal setting, be test-wise, set up a study group.

8. Sometimes you misread exam questions so you don't get a chance to answer the question and show what you know. You feel that if you could have test instructions on audiotape, you would get higher marks on important tests.

Answers may vary but could include: ask for what you need special accommodations for test taking.

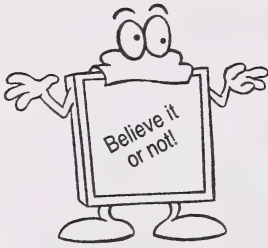
9. You've just sat down to write a big exam and suddenly you feel like you've forgotten everything you ever learned.

Answers may vary but could include: splashdown, be test-wise, be a high SCORER (a test-taking strategy).

10. It's binder check time and, as usual, your binder is a mess.

Binder organization.

Answer key: True or false?



1. **False.** A little anxiety can be a good thing. It can heighten the senses, sharpen focus and serve as motivation to work a little harder.
2. **False.** Choose what is best for you. If you have a heavy course load one semester, it may be wise to schedule a spare so you can use that time to keep up with reading and assignments.
3. **False.** Try to limit yourself to less than 20 hours of television viewing per week.
4. **False.** Abbreviations may help you write more quickly, and as long as you understand what each abbreviation stands for, it's an effective note-taking strategy.
5. **False.** People's personal rhythms and best times of the day vary widely. It's important you find out what time of the day is your most alert time.
6. **False.** If you are stuck on a test question, mark that question with a star, skip it and go on to the next one. At the end of the test, return to the questions you skipped and try them again.
7. **False.** Some people work well with low calming music in the background. When you need to concentrate on homework, avoid music that is emotional or has loud, complicated rhythms.
8. **True.** Alberta Learning puts many high school textbooks on audiotape. Check with your school counsellor to see if these tapes are available in your school.
9. **False.** Studies show that students who belong to at least one extracurricular activity have a greater chance of staying in school. If you're having difficulties, you may have to cut back on extra activities. But having at least one activity that you enjoy may help you feel more connected and relaxed in school.
10. **False.** When in doubt, guess the answer (unless there is a penalty for guessing).

Answer key: Guess the key words

An acronym is a key word in which each letter stands for a specific word or idea. Acronyms are short cuts to help you remember and use important information.

For example, the COPS strategy for editing reminds you to consider:

Capitalization

Organization

Punctuation, and

Spelling.

Look at the acronyms below and guess the key words that might be part of each strategy. One clue is provided.

Use this strategy to remind yourself of what to do when writing a test— <i>Schedule your time</i> <i>Clue words</i> <i>Omit difficult questions</i> <i>Read directions carefully</i> <i>Estimate your answers</i> <i>Review your work</i> page 45, student resource	To predict possible test questions, consider these factors— <i>Critical ideas</i> <i>Higher order questions</i> <i>Accuracy</i> <i>Number</i> <i>Clarity</i> <i>Examine</i> page 39, student resource
Effective goals are— <i>Specific</i> <i>Measurable</i> <i>Achievable</i> <i>Realistic</i> <i>Time-based</i> page 8, student resource	Use this strategy to help you prepare for an oral presentation— <i>Check the audience</i> <i>Have eye contact</i> <i>Express yourself</i> <i>Clear—speak so everyone understands</i> <i>Keen to be heard</i> page 56, student resource

Now, find the strategy in *Make School Work for You* that matches each acronym. Compare your key words with those in the book. Have you improved on the strategies?

Sample instructional activities

This section contains ideas for teaching and exploring specific skills and concepts contained in each chapter of the student resource.



Chapter 1: Know Yourself

Success rules! *page 2, student resource*

Students list reasons why they want to be successful in school, and share these with a partner and the class. Make a class chart listing why it's important to be successful in school.

Career connections

Students identify careers they are interested in. They research their career choices and report back to the class. Research should include what high school marks and credits they need to qualify for training, the length and kind of training necessary and the opportunities available.

Learning challenges you *page 2, student resource*

Students complete the Uncover your challenges inventory, Activity 1, pages 82–83 in the student resource, to identify their learning challenges. Students meet in pairs or small groups to discuss individual challenges and brainstorm coping strategies. This activity is reprinted on pages 44–45 of this guide.

Strength training *page 3, student resource*

Students complete the Know your own strengths inventory, Activity 2, page 84 in the student resource. They meet in pairs or small groups to discuss how they can use their strengths to become better learners. This activity is reprinted on page 46 of this guide.

If it's working, why fix it? *page 3, student resource*

Students work alone, in pairs or in small groups to generate lists of factors that help make learning successful. The What works for me inventory, Activity 3, pages 85–86 in the student resource, provides a list of questions students should ask themselves. Have students design posters of effective learning strategies and post them in the classroom. Students can keep personalized lists inside their binders and in their study areas at home. This activity is reprinted on pages 47–48 of this guide.

Chapter 1: Know Yourself (continued)

Resource development page 4, student resource

Working in four groups, students research resources available in their school and community. Assign each group one resource, such as extra support, technology, library resources and specialized programs. Have groups answer questions about their resources and report their findings to the class.

Help! pages 5–6, student resource

Students brainstorm the kinds of help they need in the classroom. Using “Ask for what you need” outlined on page 5 in the student resource, students work with partners to write scripts in which they ask for something they need.



Talking to yourself again? page 7, student resource

Discuss negative and positive self-talk and the effects of each on learning. Working alone, students generate two lists, one with examples of negative self-talk and one with examples of positive self-talk they use. Have students share their lists with a partner and then with the group. They can add to their own lists as they hear new ideas. Have students design cue cards with positive self-talk statements to place on their desks or their study areas at home.

Goal for it page 8, student resource

Students choose one reason to succeed from the lists generated in *Success rules!* They then develop a goal and an action plan to help achieve that goal. For example, if the reason is to achieve high marks to stay on a sports team, the goal might be, “To study for one hour every day.” Students keep copies of their goals in their binders, lockers and study areas at home. Use the Goal setting organizer, Activity 4, page 87 in the student resource to record goals. This activity is reprinted on page 49 of this guide.

Stress busters pages 10–11, student resource

Students work in groups to identify situations that cause them stress. For each cause, they develop two coping strategies. Discuss the effects of stress on performance.

Learn from your mistakes page 11, student resource

Students write about one mistake they made in the past three months and what they learned from it.

Chapter 2: Get Organized

Organizing 101 *page 14, student resource*

Students share tips on getting and staying organized. They discuss what's working for them and what isn't. Students choose one area that they know they can improve on and set a one-month goal to work on that area.

What's your limit? *page 15, student resource*

Students complete the Know your time limits checklist, Activity 5, page 88 in the student resource to gain a realistic understanding of their current time commitments. This activity is reprinted on page 50 of this guide.



Marking time *pages 15–16, student resource*

Students create personal weekly schedules. They can keep copies in their lockers, binders and study areas at home. After one week, students evaluate how well their schedules worked and make necessary changes. A blank schedule can be found in Activity 6, page 89 in the student resource. This activity is reprinted on page 51 of this guide.

Just do it *page 17, student resource*

For one week, students create to-do lists at the start of each day. They monitor their success in completing the lists and report back on what worked and what didn't. Students discuss the systems they used to make their lists work; for example, how they set priorities.

Working backwards *pages 18–19, student resource*

Students choose one assignment and create a back plan for completing the assignment by the due date.

Homework, oh homework *pages 22–23, student resource*

Students use Venn diagrams to compare and contrast homework and in-class work. Have students discuss the similarities and differences, and what kinds of skills they need in each situation.

Locker logic *page 24, student resource*

Students design checklists to monitor their locker organization. They share their checklists with the group, adding ideas they gather from each other.

Chapter 3: Make Every Class Count

Be there

pages 25–28, student resource

Read and discuss the ideas for how to be more present in body and mind. Students design mini posters with these key ideas and display them on a bulletin board in class or in the school library.

Concentration begins now

page 29, student resource

Students develop a strategy and mnemonic for concentration.

Share the mnemonics with the class and make posters of the ones that work well.



Take note

pages 29–31, student resource

Read and discuss the hints for effective note taking. Work through the sample notes on democracy and identify which hints were used and which were not. Present a lesson and have students take notes. Then, students use the Note-taking inventory, Activity 8, page 91 in the student resource, to complete a peer review. Students give each other positive feedback and suggestions for improvement. This activity is reprinted on page 53 of this guide.

Take note of the options

pages 32–34, student resource

After a lesson involving note taking, divide students into three groups and assign each group a different method for rewriting their notes. Use Activity 7, page 90 in the student resource. Each group completes the activity on an overhead transparency so it can be displayed for the class to view and discuss. Compare different note-taking formats and discuss the benefits and limitations of each. This activity is reprinted on page 52 of this guide.

Chapter 4: Use Tests to Show What You Know

Test smarts *page 36, student resource*

Students work alone or in pairs to complete a study organizer for a test on note taking. Use the blank Study organizer, Activity 9, page 92 in the student resource. See Chapter 3 of *Make School Work for You* for additional information on note taking. This activity is reprinted on page 54 of this guide.

Highlighting *page 38, student resource*

Provide students with a piece of text that is easy to read. Working alone or in pairs, students practise highlighting key words in the text. Ask students to record the number of key words they highlight. Take a poll, listing the fewest, the most and some numbers in between. Students work alone or in pairs to create webs using their key words. Write the webs on overhead transparencies so they can be displayed and discussed. In the discussion, note the variety of webs and discuss how different styles work for different people in different situations. Discuss how webs can be used as a study tool, a plan for writing papers or a guide for oral presentations.

Take a chance *page 39, student resource*

Using the CHANCE strategy, students work in pairs or small groups to predict test questions for a current unit of work. As a class, make a list of students' questions. Revise any questions that are vague or confusing. Use these questions as a study tool. Choose the best for the actual test.

Study smarts *pages 40–41, student resource*

Write each of the 10 study tricks on an index card. Assign pairs of students one trick to use to prepare for a test on Chapter 2, Get Organized (or another unit of work if there is a test coming up). Students exchange study tools and discuss how each worked.

A special request *page 42, student resource*

Students write scripts in which they ask for a specific test-taking accommodation. Use role play to practise these scripts.

Splashdown *page 43, student resource*

Students complete a splashdown of everything they learned about showing what they know on tests. Give a two-minute time limit so students have an idea of how much time they should take in an actual test situation. Practise doing splashdowns of topics students are currently studying.

Chapter 4: Use Tests to Show What You Know (continued)

Wise guy page 44, student resource
Students brainstorm advice on taking tests. Go through the tips in *Make School Work for You* and add to the list. Create a checklist for students to self-monitor their own test-taking behaviours.

He shoots, he scores page 45, student resource
Students design cue cards for the SCORER strategy.

Anxiety advantage page 46, student resource
Survey what students do to relax when they are anxious. Discuss the pros and cons of each strategy. Practise the relaxation technique on page 46 in the student resource.

Too many choices pages 46–47, student resource
Demonstrate the steps for taking multiple-choice tests by putting examples on an overhead and working through them as a group. Using additional questions from old tests, students can practise the steps on their own or in pairs. As a wrap-up activity, students make up multiple-choice questions about test-taking skills.

It's not over yet page 48, student resource
Students review an old test with a partner, and identify where they did well and where they made errors. Students create tip sheets to remind them of what they need to do on the next test, such as rereading directions and checking answers.



Chapter 5: Present Your Learning



Plan a paragraph *pages 50–51, student resource*

Model how to use the Paragraph planner, Activity 10, page 93 in the student resource. Take suggestions from students and write in key words on an overhead transparency. Students then write a paragraph from the key words, independently or with a partner. Compare and discuss completed paragraphs. This activity is reprinted on page 55 of this guide.

Everyone needs a little structure *pages 52–53, student resource*

Model how to use the Linear outline, Activity 11, page 94 in the student resource. Take suggestions from students and write in key words on an overhead transparency. Assign each student a subtopic to write a paragraph on, using information in the outline. Compare and discuss completed paragraphs. This activity is reprinted on page 56 of this guide.

Tow froms of spelling *pages 52–53, student resource*

Brainstorm common spelling errors students make even when using computer spell checkers. The most common error is word substitutions, such as *tow* for *two* or *from* for *form*. Students make cue cards of specific words they should watch for when proofreading written work.

I propose *page 55, student resource*

Students work in pairs to draft a one-page proposal for an alternative project to replace an English essay assignment.

Checkmate *page 56, student resource*

Using the CHECK strategy, students make up cue cards or score sheets for an oral presentation.

Whose line is it anyway? *page 56, student resource*

Many incidents of plagiarism are unintentional. Demonstrate different ways to credit material. Students can survey teachers in different subject areas and find out what style of footnoting they expect. Use this information to create a guide sheet for footnoting and referencing material, including information taken from the Internet.

Chapter 6: Get Along with Others



What's happening? page 58, student resource

Brainstorm a list of extracurricular opportunities in school.

Working in pairs or small groups, students design posters outlining the who, what, where, when and why of individual activities.

What am I saying? page 59, student resource

Students brainstorm a list of different body messages people send in the classroom, such as "I don't care," "Leave me alone" and

"I'm listening." Students draw cartoons illustrating the body language of each message.

Questions count page 60, student resource

Encourage students to monitor and count how many questions they ask in class over a one-week period.

Two heads are better pages 60–65, student resource

Students design posters illustrating how to work successfully in pairs or small groups.

Work it out pages 65–66, student resource

Brainstorm a list of problem situations that might occur when students work in pairs or small groups. Students choose one situation and describe it in a letter to an advice columnist. Students trade letters and offer advice on the problems, Ann Landers' style.

Getting along with others page 66, student resource

Students complete the Getting along with others inventory, Activity 12, pages 95–96 in the student resource and use the information to identify behaviours they want to improve. This activity is reprinted on pages 57–58 of this guide.

Snappy comebacks page 66, student resource

Challenge students to come up with snappy comebacks to common forms of teasing. Brainstorm specific insults, such as "Hey, ugly!" "How stupid are you?" "Where do you get your clothes?" and generate a list of 10 replies that are humorous but respectful.

Silent majority pages 67–68, student resource

Students design posters discouraging bullying.

Chapter 7: Get People on Your Side

Draft pick

page 69, student resource

Students design mind maps indicating all the people who are part of their learning team this term. Use key words, graphics and colour.

Dear teacher

page 70, student resource

Students choose a challenging subject and write a letter to the teacher requesting an accommodation. Before beginning, brainstorm a list of appropriate accommodations students might request.

Friends in high places

page 71, student resource

On index cards, students list one strategy for getting teachers on their side. Each student draws one card and acts on the suggestion the next day. Students report back to the class and choose another card for the next day. Use role playing to practise the strategies.

May I have a few minutes of your time?

page 72, student resource

Students use the information in this section to create role plays about approaching teachers with specific problems.

Who can I ask?

pages 72–73, student resource

Students create webs or mind maps listing all the potential sources of feedback this term. Some sources will be people, such as classmates or teachers. Other sources will be the results of actions, such as attendance records and report cards.

Wanted poster

pages 73–74, student resource

Students use the information in this section to design posters for a study group. Posters should include the purpose, who will benefit, where and when the group will meet, and expectations for participating members.



Chapter 8: Stay Motivated



Looking over the game plan page 75, student resource

Review individual and class goals set at the beginning of the term. Students and teachers can use this information to analyze progress and write revised or related new goals for the remainder of the term.

Your brilliant career page 75, student resource

Students create Venn diagrams indicating similarities and differences between high school and the work place.

What counts? page 76, student resource

Challenge students to write down the formula for final marks for each course they are taking this term.

Room for change page 76, student resource

Students analyze a marked assignment from earlier in the term and identify three things they could have done to earn a higher mark. Students share their analysis with a partner and brainstorm additional factors that might have raised their marks.

Gathering food for thought page 76, student resource

Students design a data-keeping chart to record who and when they ask for feedback for a one-week period.

And the winner is ... page 77, student resource

Brainstorm a list of rewards students can give themselves when they've done a good job.

To the limit page 77, student resource

Using a list of school-related tasks, students estimate how many minutes it would take to complete each. Compare results and try to find a realistic class average for common tasks.

Keep the wheels turning page 77, student resource

Students make cue cards for what to do when they are stuck.

Bag of tricks page 77, student resource

Brainstorm different ways to study. Working in pairs, students design posters to illustrate different study methods. Display the posters in the school library.

Chapter 8: Stay Motivated (continued)

Solve it page 78, student resource

Students design graphic organizers for the problem-solving steps in this section. Brainstorm sample problems and write them on paper slips. Students draw a sample problem and work out a solution following the steps on the graphic organizer.

Howdy stranger page 78, student resource

As a class, generate a list of interesting (but non-invasive) questions. Students draw names for partners and predict the answers to the questions before interviewing the partner. Students interview their partners for three minutes and share three interesting facts from the interviews with the class.

Let me show you page 79, student resource

Students make a list of five special skills they could share with someone else. They choose one and design an ad offering to share their skills with other students in the class.

Letting go page 79, student resource

Students create webs or mind maps to illustrate specific mistakes they have made in the past that it is time to let go of. They can use key phrases and graphics to create a visualization that works for them.

Risky business page 79, student resource

Students make lists of new activities to try in class, at school and with their friends.

The flip side page 79, student resource

Students turn mistakes into funny stories about themselves. They share their stories with a partner.

Square eyes page 79, student resource

Students design data-keeping charts to monitor their own television viewing over a three-week period. Collect results and convert to class averages. Display the results in a graph or table. Working in small groups, students prepare arguments for why television viewing is a positive recreational pastime and why television viewing is a negative recreational pastime.

Manage your own morale page 80, student resource

Students create a class collection of inspiring quotes, poems, song lyrics and cartoons.

Chapter 8: Stay Motivated (continued)

Techno-news

page 80, student resource

Students research a new computer program, technical gadget or Internet site and give a three-minute techno-talk to the class.

The learning channel

page 80, student resource

Set up a classroom bulletin board about learning, study skills and brain research. Ask students to bring in related news stories or articles throughout the term.

Assessing student understanding

Teachers can assess student understanding of the concepts in *Make School Work for You* in a number of ways, including monitoring, performance tasks, projects and portfolios. Use a variety of assessment and discussion strategies to give students a range of opportunities to show what they know.

Monitoring and discussion

Encourage students to develop self-monitoring practices so they can reflect on their own learning, track their use of strategies throughout the school day and use this information to set new goals.

Performance tasks

Performance tasks can be used to assess students' knowledge at the end of each chapter or the end of a term. Shorter tasks scheduled at regular intervals help students group the material they are learning and identify areas in which they need additional practice.



Design performance tasks that assess students' ability to apply the skills and strategies they learn in class. For example, ask students to highlight a piece of text and create a web rather than asking a memory question, such as "What percentage of the text should be highlighted?"

Projects

Students can use projects to demonstrate their understanding of a chapter, skill or strategy. For example, a project on Chapter 1, Know Yourself, could have students reflect on themselves as learners and find ways to represent the self-knowledge they gained as they worked through the chapter.

Projects can take many forms, including fan-fold displays, posters, oral presentations and webs. Offer students a variety of formats so they can choose the one that best matches their learning style and the demands of the particular assignment.

Portfolios

Students can create portfolios which include samples of their work from a specific unit of study. The collected work should demonstrate how they understand and are using the skills and strategies introduced in the unit. Use a table of contents, rubric or sample portfolio to ensure expectations and standards are clear and understandable at the beginning of the process.

Students can also include samples of work from other courses to demonstrate that they are transferring new knowledge and skills across the curriculum in a variety of learning situations.

Pieces from this portfolio may be included in an ongoing career portfolio.

Rubric for <i>Make School Work for You</i> portfolio				
	(4) <i>Standard of excellence</i>	(3) <i>Exceeds acceptable standard</i>	(2) <i>Meets acceptable standard</i>	(1) <i>Needs improvement to meet acceptable standard</i>
Content	<ul style="list-style-type: none"> Includes 10 or more samples of work from the course. Includes 5 or more samples of work from other courses. Ten or more skills and strategies are represented. All work samples demonstrate an excellent understanding of the skills and strategies. All work samples demonstrate an excellent ability to apply the skills and strategies in a variety of contexts. 	<ul style="list-style-type: none"> Includes 7–9 samples of work from the course. Includes 4 samples of work from other courses. Eight to nine skills and strategies are represented. All work samples demonstrate an understanding of the skills and strategies. All work samples demonstrate an ability to apply the skills and strategies in a variety of contexts. 	<ul style="list-style-type: none"> Includes 5–6 samples of work from the course. Includes 3 samples of work from other courses. Six to seven skills and strategies are represented. Most work samples demonstrate an understanding of the skills and strategies. Most work samples demonstrate an ability to apply the skills and strategies in a variety of contexts. 	<ul style="list-style-type: none"> Includes 3–4 samples of work from the course. Includes 2 samples of work from other courses. Three to five skills and strategies are represented. Work samples demonstrate a limited understanding of the skills and strategies. Work samples demonstrate a limited ability to apply the skills and strategies in a variety of contexts.
Organization & Format	<ul style="list-style-type: none"> System of organization is clear, user friendly and enhances data presented. Portfolio is visually appealing throughout and engages the reader's interest and imagination. 	<ul style="list-style-type: none"> System of organization is clear and user friendly. Portfolio is visually appealing and engages the reader's interest. 	<ul style="list-style-type: none"> System of organization is evident. Portfolio is visually appealing in some sections. 	<ul style="list-style-type: none"> System of organization is confusing. Portfolio shows limited attempt to be visually appealing.

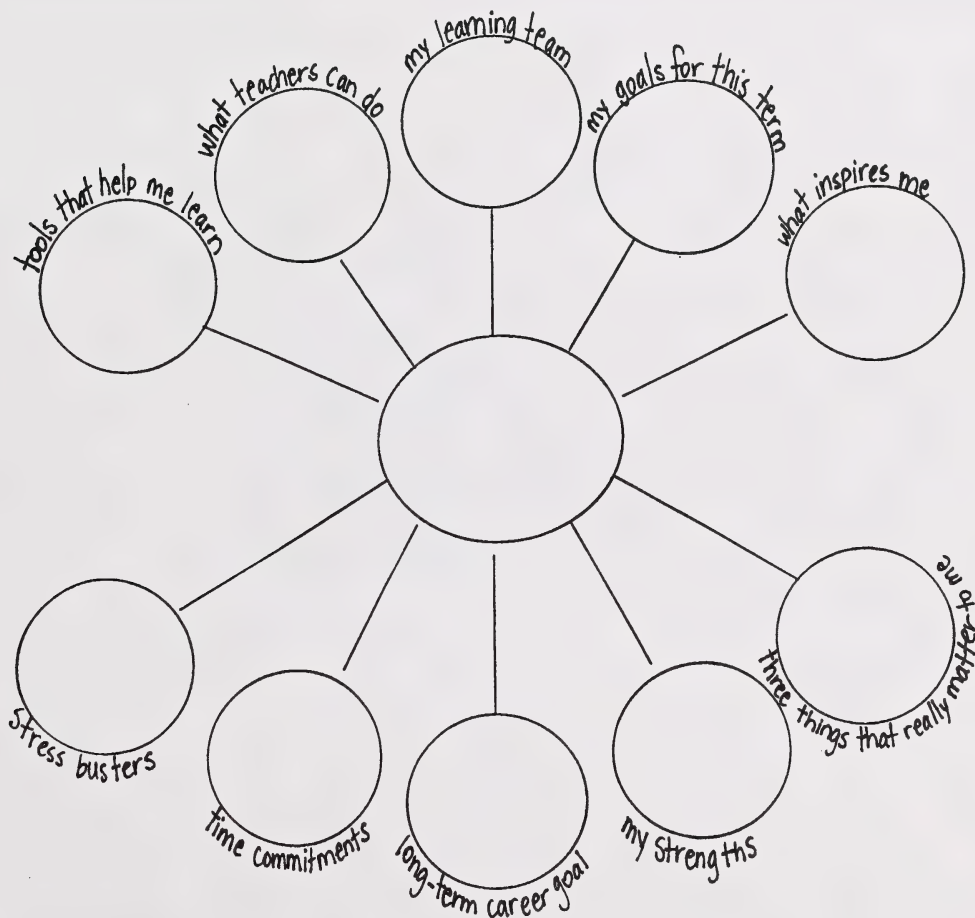
Sample performance tasks

Student name: _____

Date: _____

Personal inventory

- ★ Complete the following web with key words and phrases that describe your personal learning styles and preferences.



Student name: _____

Date: _____

Note-taking splashdown

★ Do a three-minute splashdown of everything you know about effective note taking.



Student name: _____

Date: _____

Essay planner: how to study for a test

★ Complete this paragraph planner for an essay on how to study for a test.¹

Key Words

Introductory sentence (Tell what you are going to write about and grab your reader's interest.)

First detail sentence



Follow-up sentence (more information about first detail)

Second detail sentence



Follow-up sentence (more information about second detail)

Third detail sentence



Follow-up sentence (more information about third detail)

Closing sentence (Say your opening sentence in a different way.)

1. From Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Edmonton Public Schools, Resource Development Services, 1999), p. 219. Reproduced with permission.

Highlighting key words and making a web

★ Highlight the key words in the following passage and then use the key words to make a web.

Good memory isn't confined to humans, although, contrary to the old myth, it isn't the elephant that never forgets—it's the dolphin. According to the Severstsov Institute in Moscow, the bottle-nosed dolphin has some tricks few of us could match. One is the ability to put half its brain to sleep while keeping the other half awake. That way it can keep watch for sharks while having a snooze. (One eye remains open.) After about an hour, the dolphin switches brains, sleeping with the other half and waking the sleeping half up.

Dolphin memory matches the very best that humanity has to offer. Even a perfectly average dolphin can listen to a half an hour of those high-pitched clicks they use, then play them back *exactly*, including precise click length and pitch.²

Number of words highlighted: _____

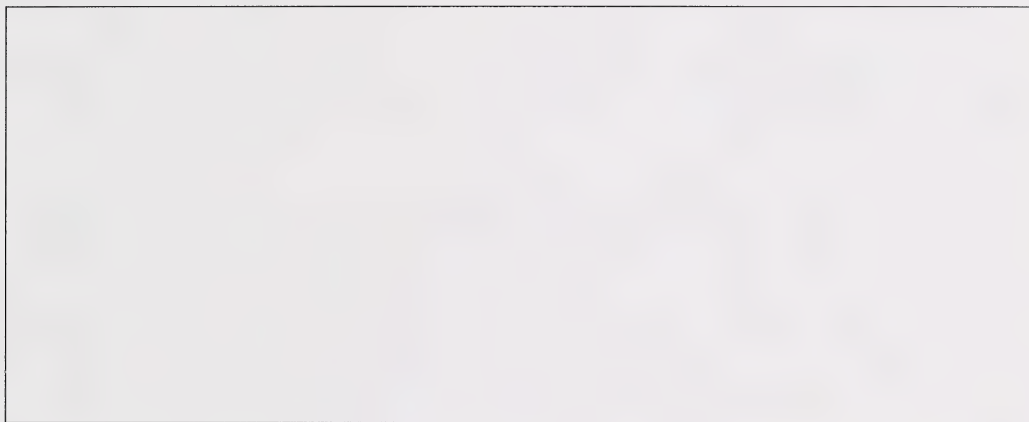
2. Excerpted from Herbie Brennan, *Memory* (New York, NY: Scholastic Inc., 1997), p. 32.

Student name: _____

Date: _____

Study groups

- ★ Use the space below to design a poster to recruit new members for a study group.
(Be sure to answer all the 5 Ws and an H questions within the information on your poster.)



Partner problem solving

- ★ Their presentation is due in a week and things are not working out between Lee and her social studies partner. Lee feels frustrated and is worried that the project will not be finished on time. What are some things Lee can say to her partner that might help solve the problem?



Student name: _____

Date: _____

Binder checklist

- ★ Design a checklist for an organized binder. On the numbered lines, write what you will check for. Be as specific as possible. On the vertical lines above the check boxes, write describing words that indicate how you will rate each item on your binder check.

Binder check		/	/	/	/
I will look for:					
1.	<u>Table of contents</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goal setting

- ★ Darcy wants to go on the school ski trip. The cost of the trip is \$400. Students must have a B average in all core subjects to go on the trip.

- A. Make a list of at least three goals Darcy will need to achieve in order to make this trip a reality.

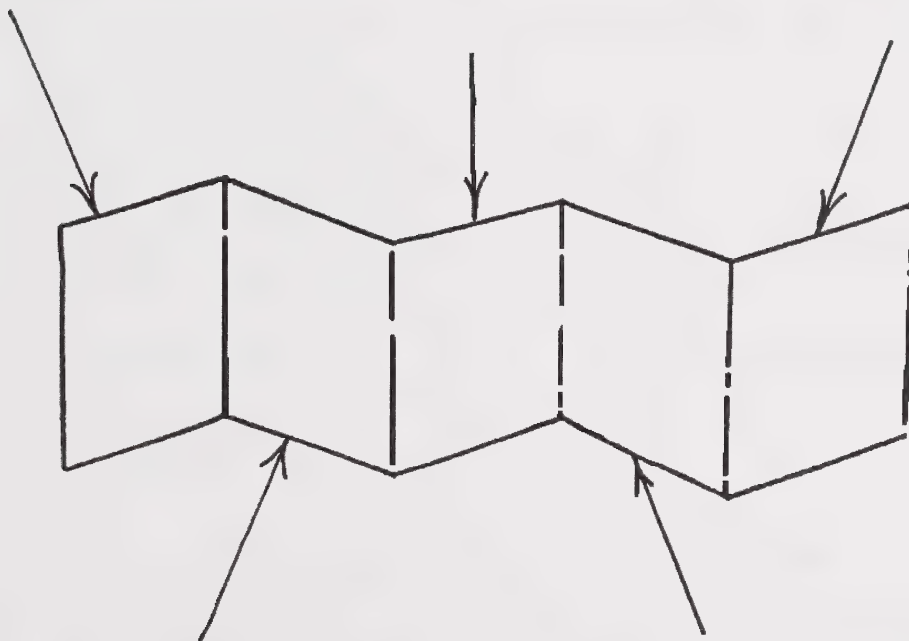
- B. Choose one of the goals and develop a step-by-step action plan for reaching that goal.

Student name: _____

Date: _____

Project proposal

- ★ The teacher assigned a five-page essay as a final project for the novel your class is studying. You enjoy the novel and have many ideas about it, but you think you could show your learning better through another kind of project. You need to convince your teacher that a fan fold could be an effective way to show your understanding and appreciation of the novel.
- Use a novel that you are familiar with to design a plan for a fan fold containing the same information an essay would contain. The information on the fan fold will be in point form and will include graphics.
 - Use key words to describe the specific information you will include on each panel and think about how you will present the information; for example, in a list, as a graph, comparison chart or illustration.



Student name: _____

Date: _____

Scoring guide

	Criteria
Personal inventory web ____/10	<ul style="list-style-type: none"> 1 point for each completed bubble; key phrase should be specific (0.5 point may be awarded for less-specific phrases)
Note-taking splashdown ____/10	<ul style="list-style-type: none"> 1 point for each idea; key phrase should be specific (0.5 point may be awarded for less-specific phrases)
Essay planner: how to study for a test ____/10	<ul style="list-style-type: none"> 1 point for each idea clearly expressed as key words for total of 8 (0.5 point may be awarded for less-specific phrases) 1 point each for strong introductory and closing sentences for total of 2 (0.5 point may be awarded for basic sentences)
Highlighting key words and making a web ____/10	<ul style="list-style-type: none"> 5 points for less than 30 key words highlighted (including less than 5 nonessential words) <i>or</i> 3 points for less than 40 key words highlighted (including less than 10 nonessential words) 5 points for clearly developed web with 6 key points (including less than 3 nonessential words) <i>or</i> 3 points for basic web with 4 key points (including less than 5 nonessential words)
Study groups ____/6	<ul style="list-style-type: none"> 1 point for each phrase that addresses who, what, where, when, why and how of study groups for a total of 6
Partner problem solving ____/5	<ul style="list-style-type: none"> 1 point for nonjudgmental language (no blaming) 1 point for focus on solving problem rather than changing person 1 point for proposing solution 1 point for setting appropriate boundaries 1 point for asking for solutions, checking with partner
Binder checklist ____/5	<ul style="list-style-type: none"> 1 point for each clearly defined organizational strategy for a total of 5
Goal setting ____/10	<ul style="list-style-type: none"> 1 point for each goal, for total of 3 3 points for step-by-step action plan 2 points for clear timelines 2 points for strategy for evaluating success
Project proposal ____/5	<ul style="list-style-type: none"> 1 point for each panel plan, in which key phrases describe content, for a total of 5. (Must include reference to at least 3 graphics)

Blackline masters from the Activities section of the student resource

Activity I

Uncover your challenges inventory

Date: _____

Name: _____



	always	usually	sometimes	not yet
1. I come to school every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I come to class on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I come to class with the materials I need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I come to class prepared; e.g., textbook read, assignments complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I leave my worries outside the classroom door.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can follow written directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can follow spoken directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I understand the new ideas the teacher presents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I can focus my attention in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I contribute to class discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I take accurate and detailed notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. My notebooks are organized and complete.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am clear and concise when writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. My written work is accurate, legible and organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I finish assignments within time limits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activity I (continued)

Uncover your challenges inventory

	always	usually	sometimes	not yet
16. I know when and who to ask for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I can sit still for long periods of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I do not distract or chat with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I remain calm and focused during tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I do well on tests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A. To get more feedback about my in-class behaviour I could talk with:

B. Do teachers ever mention a specific in-class behaviour to you? For example, "Don't chat with your neighbours," or "You need to bring a pencil everyday." Write these comments down even if you don't like them or agree with them — there may be helpful information in this feedback.

Activity 2

Date: _____

Name: _____

Know your own strengths inventory



A. List four successful experiences you have had in the last 12 months:

- _____
- _____
- _____
- _____

B. List four everyday things you do well:

- _____
- _____
- _____
- _____

C. List two things you could teach someone else:

- _____
- _____

D. List 10 positive words to describe yourself:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

E. List two things that really matter to you:

- _____
- _____

F. List two things you can do for yourself that will always makes you feel good:

- _____
- _____

G. List two people who you can count on for help and support:

- _____
- _____

Activity 3



What works for me inventory

Date: _____

Name: _____

A. How I look after myself

- How much sleep do I need? _____
- What kind of food makes me feel the most alert? _____
- What snacks are good energy sources? _____
- What times of the day do I need to eat? _____
- What time of the day do I have the most energy? _____
- What time of the day do I have the least energy? _____
- What type of exercise makes me feel energized? _____
- What kinds of activities help me relax? _____

B. Tools that help me learn

- What writing tool works best for me (type of pen, pencil, colour of ink)? _____
- What kind of paper helps me keep organized (wide-ruled, unlined, wide margins, pre-punched)? _____
- What colour paper do I find the easiest to read? _____
- What binder system works for me? _____
- What other supplies help me keep organized; e.g., white-out, post-it notes, ruler?

- What calculator works best for me; e.g., size, features? _____
- What spellchecker works best for me? _____
- What is my favourite dictionary? _____
- What other reference books help me learn? _____
- What computer programs are helpful to my learning? _____

C. In the classroom

- What seat in the classroom works best for me? _____
- What do I read best from?
___ chalkboard ___ overhead ___ projector ___ chart paper ___ my own copy
- Does the colour of ink (or chalk) make a difference? _____
- Does the type of print; e.g., printed, handwritten or typed, make a difference? _____

- Does the size and spacing of print make a difference? _____

Activity 3 (continued)

What works for me inventory

D. Rank in order from 1 to 12 which directions work best for me:

- _____ teacher explains aloud
- _____ teacher writes directions on the board
- _____ teacher does example on the board
- _____ teacher asks another student to demonstrate
- _____ teacher asks all students to try a sample at their desks
- _____ I read the directions while the teacher reads them
- _____ I read the directions on my own
- _____ teacher shows me at my desk
- _____ another student explains a second time and answers my questions
- _____ I watch what another student does
- _____ I try it on my own and then check with teacher
- _____ I try it on my own and then compare with another student

E. Tricks I use to keep myself organized (see page 14 for ideas):

F. Tricks I use to keep myself focused and on task in class (see pages 25–29 for ideas):

G. Special things that teachers can do to help me learn:

Activity 4

Goal setting organizer

Date: _____

Name: _____

Is your goal

- ☐ Specific?
- ☐ Measurable?
- ☐ Achievable?
- ☐ Realistic?
- ☐ Time-based?

Goal

My goal is to ...

Rationale

I chose this goal because ...

Action plan

To reach this goal I will ...

Measurement

How will I know if I am successful?

Evaluation

What would I do differently in the future?

Activity 5

Date: _____

Name: _____



Know your time limits checklist

I would like to participate in the following extracurricular activities:

- _____ (hours per week) _____
- _____ (hours per week) _____
- _____ (hours per week) _____

My time commitments this year are:

A. My family responsibilities after school:

- _____ (hours per week) _____
- _____ (hours per week) _____
- _____ (hours per week) _____

B. My athletic/team sport commitments after school:

- _____ (hours per week) _____
- _____ (hours per week) _____
- _____ (hours per week) _____

C. Additional lessons, organizations or volunteer commitments:

- _____ (hours per week) _____
- _____ (hours per week) _____
- _____ (hours per week) _____

D. My part-time job commitment during the school year:

- _____ (hours per week) _____
- _____ (hours per week) _____
- _____ (hours per week) _____

E. Other:

- _____ (hours per week) _____
- _____ (hours per week) _____
- _____ (hours per week) _____

Activity 6

Daily schedule

Date: _____

Name: _____

Week of _____ to _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							



Activity 7

Note-taking formats

Name _____

Column note-taking

Subject:

Date:

Main ideas	Supporting details

Question and answer note-taking

Subject:

Date:

Questions	Supporting details

Activity 8

Date: _____

Name: _____



Note-taking inventory³⁷

From time to time, it's smart to check the quality of your notes to see how you're doing. Then you'll know if you need to make any changes or improvements.

Check a sample of your class notes with this note-taking inventory.

My notes contain:	Yes	Not yet
1. Date of class	<input type="checkbox"/>	<input type="checkbox"/>
2. Title	<input type="checkbox"/>	<input type="checkbox"/>
3. Writing neat enough to read	<input type="checkbox"/>	<input type="checkbox"/>
4. No more than one idea per line	<input type="checkbox"/>	<input type="checkbox"/>
5. Plenty of blank space to add extra ideas later	<input type="checkbox"/>	<input type="checkbox"/>
6. All main ideas	<input type="checkbox"/>	<input type="checkbox"/>
7. All important details	<input type="checkbox"/>	<input type="checkbox"/>
8. All key terms and definitions	<input type="checkbox"/>	<input type="checkbox"/>
9. Abbreviations as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
10. No unnecessary words	<input type="checkbox"/>	<input type="checkbox"/>

Count one point for each Yes box checked and add up your points to see how you score _____

- 9–10 points: You're a great note-taker!
- 7–8 points: You're a good note-taker.
- 5–6 points: You need to take better notes.
- 4 points or less: Make a note of this: practise, practise, practise!

37. Adapted from *School Power: Study Skill Strategies for Succeeding in School (Revised and Updated Edition)* (p. 31) by Jeanne Shay Schumm, Ph.D. © 2001. Used with permission from Free Spirit Publishing Inc., Minneapolis, MN; 1-800-735-7323; www.freespirit.com. All rights reserved.

Activity 9

Study organizer ³⁸

Date: _____

Name: _____

A. DEFINITIONS/TERMS

(Know what these words mean and be able to use them.)

B. CLASSIFY

(Be able to compare and contrast — know the similarities and differences.)

C. EXPLAIN

(“What if . . .” “Tell why . . .” “Give reasons . . .”)

D. DRAW (and label)

E. DEMONSTRATE



38. From Dana Antayá-Moore and Catherine M. Walker, *Smart Learning: Strategies for Parents, Teachers and Kids* (Edmonton, AB: Smart Learning, 1996), p. 8. Reproduced with permission. For ordering information, fax 780-439-3915.

Activity 10

Paragraph planner ³⁹

Date: _____

Name: _____

Topic: _____

Key words

Introductory sentence (Tell what you are going to write about and grab your reader's interest.)

First detail sentence



Follow-up sentence (more information about first detail)

Second detail sentence



Follow-up sentence (more information about second detail)

Third detail sentence



Follow-up sentence (more information about third detail)

Closing sentence (Say your opening sentence in a different way.)

39. From Edmonton Public Schools, *Thinking Tools for Kids: Practical Organizers* (Edmonton, AB: Edmonton Public Schools, Resource Development Services, 1999), p. 219. Reproduced with permission.

Activity 11

Linear outline

Date: _____

Name: _____

Introduction

Subject/Title

Subtopics

1. _____ 2. _____ 3. _____

Supporting Information

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Summary

References

Activity 12

Getting along with others inventory

Date: _____

Name: _____



In class

always usually sometimes not yet

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| • I arrive in class on time. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I bring needed books and supplies. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I greet other students as I enter the classroom. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I answer questions with a few sentences. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • When I start a conversation, I check that the other people appear interested. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I limit small talk to before and after class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I sit up straight. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I remove distracting hoods and hats. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I make eye contact with others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I show active listening by nodding my head and turning to the speaker. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I volunteer at least two answers per class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • If I've missed directions, I look to other students for clues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

With partners and in small groups

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| • I am willing to work with a variety of partners. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I try to make others feel comfortable by making small talk. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I show that I'm willing to work with others by moving closer. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I am polite to people I would rather not work with. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I listen carefully to directions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I clarify directions with my partners. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • I make a rough plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Activity 12 (continued)

Getting along with others inventory

	always	usually	sometimes	not yet
• I check the deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I use a quiet voice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I stay with my group and focus on the task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I resist complaining about the assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I do my share of the work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I volunteer ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I show good listening.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I encourage others to contribute their ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I refrain from put-downs of other people's ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I am willing to try new roles, even if I'm uncomfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I support my partners in group presentations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Solving problems

• I use all my skills to build a positive working relationship with partners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I let partners know when I think we have a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• I am willing to make a new plan and start over.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• If necessary, I'll share my concerns with the teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Getting connected

• I participate in at least one extracurricular activity each term.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------	--------------------------

Evaluation and feedback

We hope this *Teacher Implementation Guide for Make School Work for You* addresses many of the issues and questions you have about using this student resource in your classroom. Please take some time to share your thoughts with us on the usefulness of this resource and forward your feedback to the Learning and Teaching Resources Branch, Alberta Learning.

How do you rate the *Teacher Implementation Guide for Make School Work for You*?

	Yes	No	Comments	
Practical?	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/>	
Easy to understand?	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/>	
Well-organized?	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/>	
Complete?	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/>	
Overall rating	4 Excellent	3 Good	2 Fair	1 Poor

We welcome your comments and suggestions for future Alberta Learning resources.

Please return this page to: Learning and Teaching Resources Branch
Alberta Learning
5th Floor, West Devonian Building
11160 Jasper Avenue
Edmonton, AB T5K 0L2
Fax: 780-422-0576

Make School Work for You



- was developed jointly by Alberta Learning and the Learning Disabilities Association of Alberta
- was written by two experienced writer-teachers
- is easy to read, easy to use
- includes ideas students can use to get organized, make every class count, get along with others and use tests to show learning.

Order form

Please mail this order form to the **Learning Resources Centre (LRC)**,
12360 - 142 Street, Edmonton, AB, T5L 4X9

Please send _____ copy (ies) of *Make School Work for You* (2001) Order #**461426** \$**5.20*** + GST

Please send _____ copy (ies) of Teacher Implementation Guide (2001) for *Make School Work for You*
Order #**461434** \$**4.05*** + GST

(*2001/2002 price; subject to change)

Total cost \$ _____

Ship to:

Name: _____

Address: _____

City: _____ Province: _____ Postal code: _____

Telephone: _____ Fax: _____

Method of payment:

☐ Cheque/money order enclosed ☐ Purchase order enclosed P.O. # _____

☐ VISA/MasterCard # _____ Expiry date: _____

Customer signature _____

* Eligible School Authorities can apply the 25% Learning Resources Credit Allocation (LRCA) toward the purchase of this resource (* some restrictions apply). Contact the LRC, Customer Service, for more information at (780) 427-5775; fax (780) 422-9750.

The LRC offers on-line ordering at <http://www.lrc.learning.gov.ab.ca/>

Alberta
LEARNING

Make School Work for You

1. The first step in making school work for you is to find out what your strengths and weaknesses are. This can be done by taking a personality test or by talking to your teacher or counselor.

2. Once you know your strengths and weaknesses, you can start to plan your study habits. This means setting a regular study schedule and finding a quiet place to study.

3. Another important step is to learn how to manage your time. This means knowing when to start studying and when to stop. It also means knowing when to take breaks and when to go to bed.

4. Finally, you need to learn how to stay motivated. This means setting goals for yourself and rewarding yourself when you achieve them. It also means finding a way to make your studies fun.

5. Once you have all these steps in place, you can start to make school work for you. This means using your strengths to your advantage and working on your weaknesses.

6. Remember, making school work for you is a process. It takes time and effort, but it is worth it in the end. So, take the first step today and make school work for you!

7. The next step is to learn how to use your time effectively. This means knowing when to study and when to take breaks.

8. You should also learn how to manage your stress. This means finding ways to relax and stay calm when you are under pressure.

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Inside

Make School Work *for* You

This implementation guide
gives teachers practical ideas
for using the student resource
Make School Work for You including:

- • how to get started
- • sample instructional activities
- • how to assess student understanding.

It also includes ready-to-use:

- • student activity masters
- • sample performance tasks.